



INNOVATING THE PROGRAM OF FINE ART EDUCATION, MEETING THE REQUIREMENTS OF GENERAL FINE ART EDUCATION IN THE CURRENT PERIOD

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ABSTRACT

Summary: The teacher is the decisive factor in the quality of education, the crux of the reform and innovation in modern general education. In order to improve the quality of teaching and learning to adapt to the general education program conditions and objectives, it is necessary to "change" the view, the look and the method to achieve positive and appropriate results in teaching and learning of Fine Art Education. The harmonious combination of theory and practice is a necessary and sufficient condition to help students, lecturers, and art teachers stand firm with their career, so that they are proud and aware of their self-esteem and professional values.

KEYWORDS: Factors, reasoning, practice, strategy, innovation, program, value.

1. "Sư phạm" (Pedagogy) concept:

"Sư" can be understood as "the teacher"; "Phạm" means "the frame, the model". "Sư phạm" (Pedagogy) can be understood in the sense of the original Sino-Vietnamese words as "an admirable and disciplined teacher, a good example for students to follow". It can also be said that the admirability and discipline are the standards set out first to the teacher at all times.

2. Required skills of Pedagogy sector:

Every profession in society requires people to have their own qualities and skills to be able to work best. For Pedagogy sector, the teacher should:

- Have a good sense of humor and the ability to communicate in both oral and written aspects so that listeners can understand what is being expressed.
- Have the persistence and patience.
- Have a deep understanding and ability to grasp others' psychology.
- Have love, tolerance, selflessness with people.
- Have an inquisitive spirit and ability to communicate to others about teaching-related issues ...

3. A brief overview of Pedagogy sector in Vietnam:

Hoang Xuan Han (1908-1996) is a historian, linguist, Vietnamese cultural and educational researcher, and also a prominent engineer and mathematician. He was the composer who published the first General Education Program in Vietnam.

Today, Pedagogy sector has grown into a coherent and organized system. Some countries such as the US, UK, France, Germany, Russia, Australia ... consider education as a "big industry", which is a profession that brings in a lot of profits and creates a large amount of work for society. In Vietnam, Pedagogy sector is transforming itself with continuous improvements in order to improve the quality of education, care and nurture the intellectual health of the community.

Over many ups and downs, Pedagogy sector has devoted to humanity numerous benefits; however, in the era of technology 4.0 and the open future of artificial intelligence, there will be many questions for the pedagogy sector in the current period:

One is: What model should be applied in building education policy in the era of innovation?

In fact, experts think that there is no unique model for education policy; Models need to be flexible to meet contemporary practical needs.

Second: What are the stages in the policy process?

- Analysing
- Developing matrix to select priority issues

Third: Why is it difficult for Pedagogical students to get job as expected?

Does the problem lie in the workforce (teaching weakness), poor training facilities, and difficult public relationships? The questions and answers come from different views: both subjective and objective; however, there is one thing that can not be denied that despite increasing concerns and investments to current Pedagogy sector, those are still inadequate. The meager sal-

ary leads to the fact that students, even though they love their jobs, have to choose higher paying jobs.

Fourth: Pedagogical students have little choice, where is the problem?

In term of "Employment Information":

There may be many options; however, it was the binding of necessary and sufficient conditions that Pedagogical students do not necessarily meet the labor market demand.

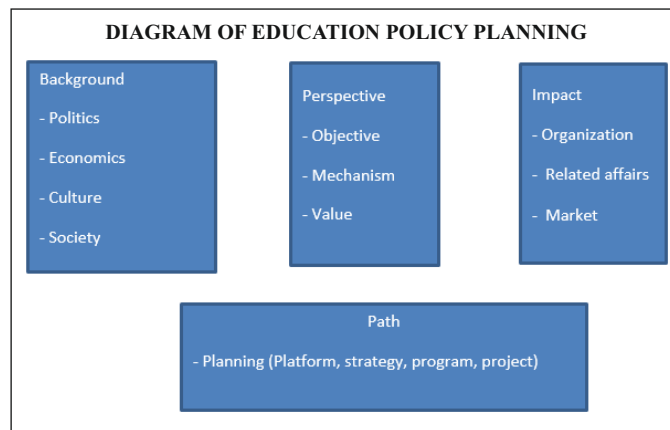
The ability to adapt to the modern environment is not high. Most students while studying at university are not fully aware of their own values and career values. When students graduate, the number of those whose minds are afraid to change and adjust is not uncommon. Therefore, the biggest barrier for future students is the quick access to job information.

4. Innovating the teaching program to meet the objectives of general fine art education in the current period:

To have a fundamental and comprehensive innovation, Pedagogy sector should give the priority to innovations in education mechanisms and policies, pedagogical training program, perspective and profession belief ...

Vietnam education strategy was first proposed in the period of 1991 - 2000, 2001 - 2010...; Oriented from 1991 to around 2020 when the industrialization period will be completed. Based on the proposed policies and the implementation process, there can be many advantages and difficulties. Basically, a policy can have many decisions; Policy for a fundamental and comprehensive renovation and improvement in general education, must be a complete, unified and synchronous system. The question is, who are those involved in the policy process? There are 03 groups:

- Decision group
- Drafting group
- Affected group by the policy



To meet the requirements of general fine art education in the current period, it is necessary to: Identify that fine art competence is a unique advantage. When art students are aware of the position and the role of the sector, they will have the platform to support all aspects to achieve success in the future. Pedagogical art students need to identify their own strongest points at the current time and their orientation in the future. Necessary and extremely necessary conditions for Pedagogical art students are to:

- Understand and prove that oneself can be able to excel more by training well.
- Change into positive attitudes, live responsibly, be grateful to their parents, teachers, appreciate life ... Live in confidence and pride in y choices.
- Apply the method to master and transform positive emotions.
- Understand their values
- Choose and apply the path of successful entrepreneurship
- Apply effective teamwork method

Get opportunities to learn, practice critical thinking and practical skills. Since then, confidently, proactively seize future career opportunities. Be sensitive to the information in the era of technology 4.0.

As for the university (directly as the Faculty of Fine Art Education, National University of Fine Art Education), it is necessary to renovate the program, innovate artistic thinking, teaching methods and awareness about the role of the "teacher" in the current period.

Program changes can lead to knowledge innovation for learners, in order to: Provide Pedagogical art students with general knowledge related to the fields of fine art, arts, economics, politics, culture, society, education, technology, ... to ensure students with social knowledge to work, change, adapt and respond to the needs of the educational market in the Industrialization - Modernization period and in the international integration era 4.0.

When innovating the teaching and learning program – it is necessary to change the methods to assess educational outcomes oriented by capacity development of learners

Liberal education, 'building up adequate goals and actions, contributing to "Establish plans for positive educational activities"; Besides innovating the program, the important issue that contributes to the process of education and self-education being "plain sailing" is the change in the whole mindset of educators.

The objectives of the Faculty of Fine Art Education is to teach and nurture students, lecturers, general Fine Art teachers; provide, update knowledge and career skills; improve professional capacity and major for learners; help them meet the renovation requirements of general education program.

In order to reach the set goals, the program of Fine Art education and Fine Art training will closely follow the target of the future Primary/ Secondary school/ General teachers or the teachers currently working at general education units and public specialized education units under the national education system. Closely following the new general education program, identifying the basic issues of capacity development and ethical development of learners... Building specific modules with plans and methods to organize integrated teaching by topic, focusing on the issue of testing and evaluating the teaching of Fine Arts: integrated, combined, interdisciplinary.

Fostering high-quality human resources with the contribution of technological innovation, educational development and effective investment to accelerate educational reforms and well fulfill the mission in the 4.0 era revolution making key efforts of the education sector in general and the College of Art Education in particular.

In an open-model education system, fostering students and fostering teachers is also one of the central goals to meet lifelong learning requirements and learning society; Fostering how teachers themselves see the need to reform approaches (moving from Content Approach to Approaching Competencies in Teaching and Learning), development orientation (standardization, modernization, socialization, democratization and international integration), changing the viewpoints of the teachers themselves (teachers) Fine Arts on their careers. Fostering a love of the profession, fostering teachers' ability to discover themselves about their karma thereby changing the society's view of fine arts; Changing the view is necessary with the cooperation of the teachers themselves, the need to promote the art media, bringing Fine Arts closer to the public.

The latest point in the general education program is the inclusion of Fine Arts and Music into the vocational orientation program system in high schools; With the educational goal at this stage is career orientation, the knowledge and skills at high school level not only "reproduce and interpret objects and phenomena of artistic existence" but also answer meet real needs as well as prepare relevant skills and knowledge in the future. Help learners develop the capacity to adapt to a job that suits their abilities and nurture their artistic dreams for the future. We need new ideas, new solutions for current and future problems. We need to

awaken the "artists" within generations of students so they can become true global citizens. It is not necessary to study Fine Arts to become a Painter, but at least to study Fine Arts to awaken the inherent potential of each learner, the teacher and arouse in them the love of life, people, discover themselves [2, p. 7].

So what to do to innovate teaching Fine Arts and implement Curriculum, Fostering Fine Arts teachers appropriately? The professional story to discuss here is whether the Fine Arts teachers had what they nourished, what they lacked, they fostered; Or the problem of teaching - learning to catch up in time.

For Fine Art students, they not only know about the field of specialization for future careers but also participate in organizing events, team work and other movement activities when society needs it, creating conditions for students. interns and work at businesses, become familiar with the Establishment of Education Scheme, Create small, medium-sized Fine Art Training Institutions, exchange and connect businesses and educational institutions. .. Equipping interdisciplinary knowledge for students to think is the right thing to do, need for Fine Arts in the current period.

Art Pedagogy students are not only good at practicing (good at drawing, good at modeling ...) but must know how to flexibly apply the basis of scientific and artistic theory to the process of learning, researching and teaching in the future. hybrid. Theory is considered an important skeleton of the process of forming the initial structure for scientific research in general and for fine arts in particular. With specific cases, the application of theory or in other words, the application of the theoretical framework to the practice of scientific and art research is one of the most important issues for American students and teachers. art; Scientific theory has a guiding role for document surveying, building research questions, selecting methods and research areas for art teachers in the process of accumulation, hone and perfect. career.

Education in the world is constantly developing so Vietnamese education, especially Fine Art education, must be constantly moving. In order not to be left behind and meet the professional requirements, teachers must foster and improve their knowledge, paying special attention to innovating methods and improving forms of teaching and learning. In order for the Pedagogical Schools to develop and meet the new General Education Program, the Ministry of Education and Training has an ETEP; This program is implemented with the model of capacity building of Pedagogical schools, including the renewal, addition, modification of Training Programs in the direction for pedagogical teachers to meet the requirements of renewing the Method. Teaching, Teaching Practice; After graduation, students can meet the requirements of teaching, developing capacity and quality of learners [3, p.1].

he disregard for reason is also a significant gap in art pedagogical education. Speaking in a folklore way when talking about artists, people who are "working" are usually knowledgeable about materials, genres, "infinity" about art trends but to interpret aesthetic ideas, convey To others about the techniques or methods of shaping it, maybe not everyone knows it well, the traditional way people talk about, or do, or say "roughly" and "like that". ... The way of vocational transmission has an advantage for art pedagogical students in practice but does not help them to confidently transmit knowledge to their students, because it is "unclear" that it is not clear. and does not help students feel confident in communicating. Good performance, easy to understand (not expected to speak very well) is a necessary condition of teachers, especially teachers of Fine Arts. Innovating teaching methods, innovating curriculum - learning to help learners improve themselves on the basis of an overview of fine arts and related theories in theoretical research, criticism, evaluation of achievements and aesthetic ideas of the development stages of Fine Arts, students have a comprehensive view of the art of the world in the flow of art and formation of reasoning skills, value recognition. works of art, making news, writing articles and perceiving artworks. Besides proficiency in visual materials, a basic knowledge of Graphic, Layout Decoration ... Fine Arts Pedagogy students also have strong pedagogical competence.

Active, student - centered teaching and learning, combining theory and practice through rich teaching and learning activities, connecting schools in the industry training system to enhance the practicality of students employees, improving their knowledge and professional skills, developing soft skills necessary for career development, a sense of lifelong learning is the path of fundamental and comprehensive innovation, meeting high quality human resources for art education in high school in the current period.

Based on the General Fine Arts Education program issued by the Ministry of Education and Training in December 2018, based on the practical needs of teaching and learning SPMT majors of SPMT faculty, based on the characteristics of SPMT students, the program art teaching faculty of SPMT has gradually approached and applied with modern teaching methods and techniques. Adding a number of new modules such as the layout of composite materials, adjusting the content that is not really appropriate, re-aligning the teaching schedule and subject goals.

According to the Circular No. 12/2011/TT - BGDĐT issued on March 28, 2011 regulating the charter of junior high schools, high schools and inter-level high schools, in Chapter III: Educational programs and activities; Article 26 of the edu-

cational program stipulates:

According to the new point of view in education in general, aesthetic / fine arts education in high school in particular needs to meet the understanding of learners without limiting the learning process that requires students to be creative, thinking problems to set out orientations and implementation solutions to well solve the practice of art learning in and out of the classroom with specific activities [1, chapter 3]. Also in Circular 12/2011/TT - BGDDT issued on 28/3/2011; Chapter IV, Article 31 provides for teachers of secondary schools:

Subject teachers have the following duties:

... Teaching and educating according to the school's curriculum, educational plan, and teaching plan according to the working regime of teachers prescribed by the Minister of Education and Training; manage students in educational activities organized by the school; participate in activities of professional groups; take responsibility for the quality and effectiveness of education; participate in applied pedagogical scientific research [1, chapter 3].

The specialized knowledge of students accumulated after 4 years of study at the Central University of Arts and Sciences is considered sufficient, necessary and suitable for the practice of teaching and learning Fine Arts in high school.

Students studying SPMT (Fine Arts Education) after graduating are recognized as Bachelor of Fine Arts Education (Bachelor of Fine Arts Education) with in-depth knowledge of visual arts and educational science. education, have pedagogical capacity, meet the requirements of the cause of education and training innovation in the integration trend. At the same time, they can compose, organize art activities, continue to study at a higher level to perfect and improve their professional capacity. Students can apply knowledge of subjects: Basic principles of Marxism-Leninism, Ho Chi Minh Thought, the revolutionary way of the Communist Party of Vietnam in solving life's problems. , study and work profession.

Applying knowledge of subjects: Psychology, Education, Scientific Research Methods, Psychology of Art Creation... in studying, researching, composing and teaching fine arts; Applying subject knowledge: State administrative management and education and training sector management in the organization of art teaching and learning activities help students understand the typical psychology of high school students, their state of mind. theory and characteristics in visual language that need to be taught in high school... from which appropriate educational and teaching methods can be developed.

A bachelor's degree in SPMT from the Central University of Arts and Education will apply the knowledge and skills on the process of developing and using objective assessment methods of students' learning outcomes; Forming worldview, human outlook, career ideals, aesthetic tastes through art activities, thereby contributing to orientation in perfecting personality towards developing competence and qualities for people. learn.

The SPMT Bachelor's training program is considered to meet the goal of forming basic practical competencies and methods of creating Fine Arts as required by the training program for students to help them develop teaching plans, organize fine arts activities in high school, have the ability to reason, think and solve problems effectively and appropriately.

SPMT students have the ability to research and discover knowledge; Update knowledge, synthesize documents, build reference sources, support teaching and art creation; Systems thinking; Ability to apply knowledge and skills into practice; The ability to create, develop and lead career change

In addition to the above basic skills, SPMT students also have soft skills:

Such as self-study, teamwork; Communication skills; Language skills: Listening, speaking, reading and writing reach B1 level according to the standard European reference framework (equivalent to 4.0 IELTS); social activity skills: Organizing diverse social activities suitable to age characteristics, teaching and educational goals; Skills to use basic office computer, specialized computer suitable for teaching and artistic work; Professional and exemplary style of teachers...

Working position of SPMT students after graduation:

- Teaching Fine Arts at schools in the education system, guiding and fostering students with artistic talents at schools, clubs, Houses of Culture...
- Undertake research, organize art activities at educational management agencies, training institutions, art research institutes, theories and methods of teaching Fine Arts.
- Manage art materials at facilities: Museums, Fine Arts Exhibition Centers, Historical Monuments...
- Organizing events, art and cultural activities... at state agencies, social organizations...

- Undertake work related to various issues in the arts, social sciences and humanities.

Fine arts play an important role in social life, from decorating interior and exterior spaces, decorating the school environment to decorating objects... all of which have the presence of Fine Arts... Derived from the needs richness of people in social life, art activities are increasingly diversified. Fine arts gradually prevailed in the education system at all levels and grades, moving step by step in parallel with the innovations of modern education. The core problem of Fine Arts education lies not only in the ordinary relationship but also in the aesthetic relationship between the object and the subject. In order to create a solid foundation for generations of students in the high school environment, it is necessary and extremely necessary for teachers to be enthusiastic about the profession, passionately creative and inspire learners. Improving the quality of teaching and learning in SPMT is a job that contributes to the accumulation of knowledge for the future journey of art students to meet the educational environment in high schools in the new situation in the 21st century.

Fundamentally changing the SPMT subject curricula to meet industry standards requires regular organization of student conferences, symposiums, seminars, presentations and teaching skills contests, and conferences. painting contests, thematic exhibitions on teaching and initiative contests... These activities are not only integrated in theoretical subjects, but also need to have time and funds. program plan for each semester of the school year. And a fundamental is necessary to have a reward and implementation regime for students in scientific research, to encourage lecturers to participate in guiding students in scientific research, students to participate in scientific research, to create motivation. develop young knowledge in the representation of the environment.

When leaving school and standing on the podium, what Fine Arts students in general and SPMT students at University of Arts Education need in particular is "acting" or in other words a soft skill of the profession. The timidity and fear of integration is a big obstacle when new students step into a new educational environment. The relationship between teachers and friends is transformed into a different form of activity than the relationship between colleagues and students. The students' presentation ability is still quite limited, even if students come to interview or challenge the job, the ability to show the qualifications and life skills of SPMT students seems to lack coherence, confident. Partly due to the characteristics of art students are introverted, but a large part is that students lack the curiosity, discovery, expression and dare to express.

The goal of fine arts education is to educate students about aesthetics in order to contribute to building an advanced Vietnamese culture imbued with national identity, inheriting and promoting traditional aesthetic and ethical values. lineage of his father. Extracurricular activities play an important role in performing the task of "teaching people" in schools today. From the perspective of general direction, the position of educational activities outside of class time is confirmed in Circular No. 41/2010/TT – BGDDT; Chapter III. Educational programs and educational activities, Article 29 Charter of primary schools: Educational activities include educational activities during class time and educational activities outside of class time in order to practice morality, develop To meet the needs of teaching Fine Arts in high school, the Department of Environmental Education, National University of Arts and Education adjusts the curriculum annually. The teaching program is suitable for the real situation, for the modules of Fine Arts Activities outside of class time of SPMT students including 50 credit hours, Fine Arts Teaching Methodology from 01 module of 90 credit hours is now available. split into 02 modules divided into two different terms with a total of 104 credit hours, enabling SPMT students to practice more. However, students only stop at the level of understanding theory, applying it to the implementation or simulating an activity plan and "acting" assuming activities with the role-playing role as both a teacher and a student. high school birth. The lack of practical friction makes students approach and handle embarrassing situations, when applying theory to specific activities, they are still confused, not flexible and creative.

If the educational activities during class time are conducted through the teaching of compulsory and elective subjects in the general education program at the school level promulgated by the Minister of Education and Training, the Art activities outside of class time associated with cultural exchange activities; environmental protection activities; Community work and other social activities give high school students a positive aesthetic sense. Then the module Environmental activities outside of class time that SPMT students are equipped with knowledge should be conducted simultaneously in high schools, not simply creating a training environment with hypothetical situations, assumptions or events. purely university-based implementation plans. The fundamental innovation here is not the renewal of the form, but the renewal of the content of art activities and the enhancement of practice in high schools. With the module of Teaching Methods of Fine Arts (Art teaching methods), it is necessary to be more closely related to the practice of teaching and learning in elementary, middle and high schools, the teaching and learning program needs to be ahead of the career orientation for students. High school, creating conditions for students to participate in experimental teaching at some key schools, private schools, high schools with difficulties... with specific schedules. Summarize, evaluate experiments and draw experiences from practice.

At the Nha Trang Conference, in the summer of 1987, the Ministry of Higher Education and Training, on the basis of analyzing the causes of the serious decline in scale and quality in higher education and vocational training, derived from the innovative views of the Party and the Association. The proposal has raised four prerequisites to orient the innovation of university and vocational training as follows:

- University and vocational training is not only to satisfy the needs of the state payroll and the state-owned economy, but also to meet the needs of other economic sectors and the people's learning needs;
- Higher education and vocational training rely not only on the state budget but also on other resources that can be mobilized;
- Higher education and vocational training not only according to the targets of the central plan as part of the state plan, but also according to other orders, forecast trends, and learning needs from various sides of the society, festival;
- Higher education and vocational training are not necessarily associated with job assignment for graduates according to the subsidy mechanism, but mainly create conditions for qualifications, qualities and abilities for graduates to be able to self-find, self-employment in all economic sectors [Orientation for training innovation of the Ministry of Education and Training].

In the education system with an open model, fostering students and fostering teachers is also one of the key goals to meet the requirements of lifelong learning and a learning society; Fostering how teachers themselves see the need to reform approaches (switching from Content Approach to Competency Approach in teaching and learning), development orientation (standardization, modernization, socialization, democratization and international integration), changing the views of fine arts teachers (teachers) about their profession. Fostering teachers' love for their profession, fostering the teachers' ability to discover themselves about their careers, thereby changing the society's view of art; Changing perspective is necessary with the cooperation of the teachers themselves, the need for the promotion of fine arts communication, to bring the fine arts closer to the public.

To associate theory with practice, fueling knowledge for learners in good behavior and behavior with new aesthetic values from the training environment, helping teachers to be stable in the future with the profession of growing people will always need flexibility and innovation with the processes of teaching, testing and evaluating educational outcomes on the basis of applying modern teaching and learning methods, deploying an appropriate 5E model is one of the methods to choose from. choose effectively, meet the requirements of the general education program.

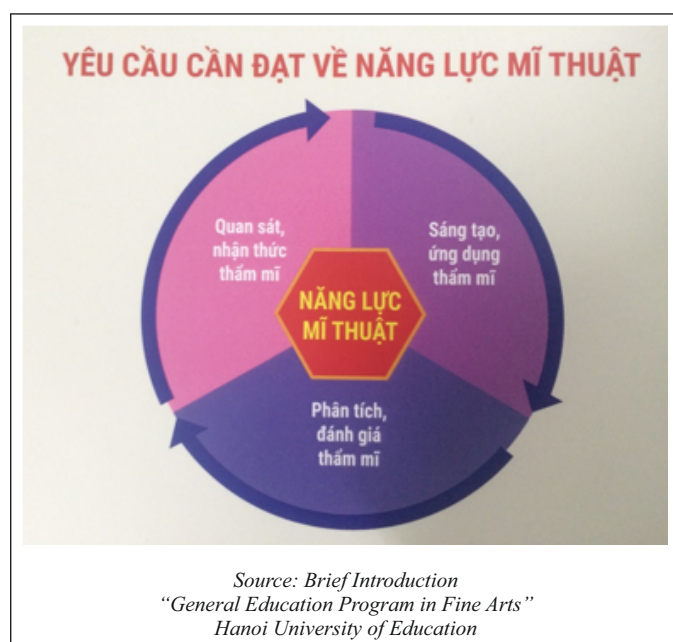
The General Fine Arts program provides an opportunity for learners to experience, develop subject-related perceptions, learn skills and grasp concepts related to the visual arts, have the ability to communicate continue with visual symbolism and practice new forms of artistic expression...

an ETEP program; This program is implemented with the model of capacity building of pedagogical schools, including the renewal, supplementation and modification of training programs in the direction of pedagogical teachers to meet the requirements of innovative methods. teaching, Pedagogical practice; After graduating from school, teachers can meet the requirements of teaching and develop learners' abilities and qualities.

Do Van Khang, a kindergarten teacher, Dr. Do Van Khang, once said, "If you want to be good at knowledge, you must have knowledge connections. It is an integrated approach to reaching the end of the researcher's goal". For art students, they do not know only about the specialized field to work in the future but also participate in organizing events, team work and other movement activities when the society needs it, creating favorable conditions for students. students implement and work at enterprises, familiarize themselves with the work of setting up educational topics, creating small and mid-range Fine Arts training institutions, business exchanges, and grassroots education. .. Website linking knowledge for design students is a must-do and must-have for the art system in the current period.

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Education in the world is constantly developing, so Vietnamese education, especially Fine Arts education, must be constantly moving. In order not to fall behind and meet their professional needs, teachers must improve their knowledge, especially focusing on innovating methods and improving organizational forms of teaching and learning. In order for pedagogical schools to develop and respond to the new General Education Program, the Ministry of Education and Training has